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ONTARIO
DEPARTMENT
OF
EDUCATION

SENIOR DIVISION

GEOGRAPHY

GRADES 11, 12 and 13

CURRICULUM S.7

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GEOGRAPHY

SENIOR DIVISION
GRADES 11, 12 and 13

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GEOGRAPHY

COURSES OF STUDY

GRADES 11, 12 AND 13

"Geography is a science as well as an art. The more crowded the house, the more careful must be the planning and organization of space. The more crowded the world, the greater the need for precise knowledge of every part, and of every aspect of every part.

"Moreover, the more complex the relations between countries (or provinces, or towns) the more important it is that we should have a clear and comparative knowledge of them. To collect such varied data, it is true, has become the task of the biologist, the mineralogist, climatologist, agronomist, ecologist, demographer and so on.

"Geography, as always, is parcelled out among the specialists. But this does not mean that the geographer works for the specialists. Rather they work for him. It is his task to assemble all facts and to see the total human environment; to exhibit man's home to him clearly, precisely, objectively—from the point of view of the man who lives there. Modern geography is, and must be, an exact science. But like all great sciences, philosophically approached, it must be numbered among the humanities."

His Excellency, The Right Honourable
VINCENT MASSEY, C.H.

(*Canadian Geographical Journal*, April, 1957, p. 165)

Geography is a basic subject integrating other fields of knowledge—"What geography, in exchange for the help which it receives from the other sciences, can bring to the common treasury, is the art of not dividing what nature brings together."

—Vidal de la Blache.

AIMS:

1. The acquisition of knowledge and skill:

(a) To gain an understanding of the essential facts of

(i) physical environment,
(ii) cultural environment,
(iii) their reciprocal relations.

(b) To develop skill in interpreting geographical facts;

2. The development of such attitudes as:

(a) A recognition of regional problems and relationships,

(b) An appreciation of social problems,

(c) A sympathetic understanding of other peoples.

GUIDING PRINCIPLES:

1. The courses of study in geography for Grades 11 and 12 are independent units, but it is desirable that the Grade 11 course be taught first.

2. By the end of Grade 12 the student will have a clearer appreciation of the physical and cultural background of man's activities and will have studied the world systematically from a geographical approach. He will also have studied in greater detail several major areas of the world which, it is believed, will have a great influence on Canada's future.

3. Map work is an integral part of the course and includes map reading and interpretation, correlation of maps and photographs, and sketch-mapping.

4. Individual research work and local or regional surveys made by groups of students is essential in the teaching of geography. The courses offer opportunity for practical outdoor work involving observation, collecting, analysis, and report technique.

5. The teacher of geography has excellent opportunities to present and develop the fundamental principles of conservation involving the wise use and development of all resources.

6. The study of geography should enable the student to become aware of the changes taking place in his community and of the resulting problems that require solution.

7. A knowledge of geography is basic to an understanding of world affairs.

GRADE 11

AIM:

The Grade 11 course is designed to provide an adequate knowledge of the principal elements of geography and an investigation of the principal relationships between the natural features of the earth and the cultural features, as shown in the adjustment of human groups to their natural environment and their impress upon it.

For the purpose of organizing the syllabus, it is necessary to separate the physical and human elements of geography for study, but it is understood that the teacher will correlate these elements at all stages of the course.

It is suggested that a satisfactory division of time would be attained by devoting half the year to Part A. Approximately six weeks should be allowed for Section II of Part B.

PART A, PHYSICAL GEOGRAPHY

1. The Earth as a Planet—

(a) Shape and size;
(b) Rotation and revolution; day and night; seasons;
(c) Latitude and longitude; time;
(d) Earth grid; the globe;
(e) Maps and map projections—

(i) kinds of map projections,

(ii) representing data on maps,

(iii) selection and proper use of maps.

2. The Earth's Crust

(a) Definition of the earth's crust; concept of geological time

(b) Types of rocks and associated natural resources
Energy sources; coal, petroleum, natural gas, uranium
Metallic minerals: iron, aluminum, copper, lead, zinc, nickel, tin, gold, silver
Non-metallic minerals: building materials, salts, sulphur

(c) Forces within the earth's crust, such as folding, faulting, elevation and depression, volcanism

(d) Agents of erosion and deposition: weathering, running water, ground water, ice and glaciation, wind, wave action and shore features.

(e) Classification of land forms: plains, plateaus and hill country, mountains.

(f) World pattern of land forms; distribution of land and water; structure of the continents; oceans and their shores.

3. Climate, Vegetation, and Soils

(a) Elements of weather and climate—

(i) weather observations and records

(ii) weather maps and reports

(iii) seasonal distributions of temperature, pressure, winds, rainfall, and the factors which influence these distributions

(iv) a classification of climates

(b) Vegetation patterns and associated fauna in relation to climatic regions

(c) Elements of soil formation—

(i) soil profile development

(ii) types of soils in relation to climate and vegetation

(d) Classification of natural regions based on characteristics of climate, vegetation, and soil.

PART B, HUMAN GEOGRAPHY

NOTE: It is suggested that only four of the natural regions in Section I be studied intensively. The teacher should be guided in this choice by the regions to be studied in Grade 12 to avoid needless repetition.

SECTION I.

Human Occupancy in Natural Regions

1. Man in Rainy Tropical Lands

(a) suggested areas of study: Amazon Basin in South America, Guinea Coast and Congo Basin in Africa, Caribbean lands, Indonesia

(b) culture of collectors and hunters

(c) native agriculture

(d) commercial plantations

2. Man in Savanna lands

(a) suggested areas of study: East Africa; llanos and campos of South America

(b) cattle herders and subsistence agriculture

(c) modern developments

3. Man in Deserts and Semi-deserts

(a) collectors and hunters: Bushmen

(b) nomads: Bedouins of Arabia; Khirghiz

(c) oasis dwellers in North Africa

(d) irrigation

(e) mining: Northern Chile, oil in the Middle East.

4. Man in Monsoon lands

(a) suggested areas of study: India and Pakistan, Indo-China, South China, Burma, Thailand, Queensland

(b) rice culture and pressure of population: contrast of agricultural methods in such areas as Bengal and Queensland

(c) recent developments in industry, power, and irrigation.

5. Man in Mediterranean lands

(a) suggested areas of study: lands bordering the Mediterranean Sea; Middle Chile; California

(b) close interrelation of relief, climate, vegetation and soils

(c) agriculture: dry farming and irrigation: two typical landscapes.

6. Man in mid-latitude west coasts, mid-latitude east coasts, and mid-latitude continental lands.

(a) suggested areas of study: Northwestern Europe and the Pacific Northwest; Southeastern United States and Argentina; Southern Ontario and Manchuria

(b) development of crops and livestock

(c) comparison and contrast of new world and old world techniques in agriculture.

7. Man in Cold lands

(a) suggested examples: the Eskimo in contrast with a Eurasian People such as the Lapps or the Samoyeds

(b) lands of difficulty and limited resources

(c) man in the Arctic: Hudson's Bay Company, Royal Canadian Mounted Police, meteorological stations, Russian settlements in Siberia

(d) Antarctica.

8. Man in Mountain lands

(a) suggested areas: European Alps, Norway, Peru, the Rockies

(b) transhumance, mining, lumbering, hydro-electric power, tourism.

SECTION II.

Elements of Cultural Geography

The main facts treated in the following sections will have been dealt with in Section I. This section is, therefore, to be treated as a topical summary. It is suggested that from four to six weeks be devoted to this section.

1. Geographical Factors in the Location of Manufacturing

(a) Types of Manufacturing

(i) Home industries: prevalence throughout the world and typical examples such as pottery, carving, weaving, rug making, metal working

(ii) Simple industries (changing the form of material for later processing): saw mills, flour mills, tanneries

(iii) Complex factory industry: power, machines, manufacture of parts, assembly lines

(b) Factors affecting industrial location or choice of site: sources of power, raw materials, labour, capital, transport, markets, human element

(c) Application of the factors of industrial location

(i) to a specific industry

(ii) to major industrial regions

2. Settlement in Relation to Natural Environment

(a) Housing in relation to climate, available materials, tradition, culture

(b) Rural settlements

(i) dispersed settlement: farmsteads in Southern Ontario, Prairie provinces

(ii) Farm villages: Quebec, Germany, India

(iii) non-agricultural

(c) Urban settlements

(i) settlement with predominant functions: commercial, manufacturing, administrative, cultural, defence

(ii) settlement with diversified functions: Montreal, Toronto, New York, London

(iii) comparison of representative patterns

3. Geographical Factors Influencing Transportation and Communications

(a) Land routes: caravan and trail, road, railways, highway

(b) Inland water routes: rivers, lakes, canals

(c) Ocean routes, harbours, ports

(d) Air routes

(e) Telecommunications

4. Population

(a) World map of population densities

(b) Factors of population growth of a given area: birth rate, death rate, immigration rate, emigration rate

(c) Application or the factors of population growth to a specific area: Canada, an Ontario county or township

(d) Problems of population distribution
  (i) density and migration
  (ii) distribution of food and raw materials: surplus and deficiency areas
  (iii) programmes for the development of world resources: United Nations, Colombo Plan, Point Four Programme

GRADE 12

The course for Grade 12 is divided into Parts A, B, C, and D dealing with the following regions:—Western Europe, Soviet Russia, the United States, and South and East Asia.

N.B.: The study of **three** of these regions will constitute a year's work.

Within the general study of each of the larger regions as outlined, the course provides for a more detailed study of a number of smaller geographical areas. To avoid repetition of details in each part, a pattern to be followed in dealing with these smaller areas is suggested below.

(i) Relative location: global, continental

(ii) Physical characteristics

1. Major land forms, relief features, drainage, coastal features

2. Characteristic features of climate, vegetation, soils

3. Natural resources: water, vegetation, animal life, soils, mineral fuels, ores, other economic minerals

(iii) Settlement

(*Note: see Grade 11, section II, 2, p. 10*)

1. Housing

2. Rural settlements

3. Urban settlements

4. Problems of population distribution

(iv) Development and use of resources

1. Agriculture

2. Mining

3. Fishing, forest industries

4. Power: development of coal, petroleum, hydro-electricity

5. Manufacturing and industry

6. Transportation and communication

(v) The significance of the area in its national or international setting

PART A. WESTERN EUROPE

1. The physical pattern

(a) Location: shape and size

(b) Distribution of land and water: the seas around and inside Western Europe

(c) Major land forms: relief features, influence of glaciation

(d) Drainage systems

(e) Climate: general distribution of climatic elements, major climatic types

(f) Vegetation and soils

2. **The political map of Europe:** a continent of many sovereign states

3. **The cultural pattern**

(a) Distribution of Western European population: a map of population densities

(b) Examination of the influence of geographical factors on migration and settlement in Western Europe

4. **Detailed study of two or more of the following areas.** *The suggested outline for the study of an area (p.p. 11, 12) may be used.*

(a) The British Isles

(b) The Scandinavian Countries

(c) The Netherlands and Belgium

(d) France

(e) The Iberian Peninsula

(f) Germany and Poland

(g) Switzerland

(h) Italy

(i) The Danube Basin Countries

(j) The Balkan Peninsula

PART B. THE UNION OF SOVIET SOCIALIST REPUBLICS

1. The physical pattern

(a) Relative location: global, relation of the Soviet Union to the rest of Eurasian countries and seas and oceans around Eurasia

(b) Comparison of shape and size of Soviet Union with other countries

(c) Major land forms

(d) Relief and the drainage systems: the influence of the rivers on the development of Russia

(e) Climate: general distribution of climatic elements, major climatic types

(f) Vegetation and soils

2. The People

(a) Distribution of population: a map of population densities

(b) Diversity of peoples and languages

(c) Recent changes in population distribution: new towns, collective farms

(d) Political map of the U.S.S.R.: major administrative divisions of the country

3. Detailed study of two or more of the following areas. *The suggested outline for the study of an area (p.p. 11, 12) may be used.*

(a) North Russia (Arctic drainage area): the tundras and the Russia-Siberian forest belt

(b) Ukraine, Crimea

(c) The Caucasus

(d) The steppes and desert areas and their mountain fringe

(e) The Ural industrial area

(f) The Volga Basin and western borderlands

(g) The Moscow-Leningrad industrial area

(h) Far Eastern (Pacific) area

4. **Development and use of resources**

(a) Relative abundance and diversity of resources

(b) The industrial strength of the Soviet Union: industrial areas, internal transportation and communication, access to world routes

5. **The Soviet Bloc:** relation of the satellite countries and areas to the Soviet economy

PART C. THE UNITED STATES

1. **The physical pattern**

(a) Major land forms, relief features, and drainage systems

(b) Climate: general distribution of climatic elements, major climatic types

(c) Vegetation and soils

2. **The cultural pattern**

(a) Distribution of population in the United States: a map of population densities

(b) Examination of the influence of geographical factors on migration and settlement

(i) pre-Columbian: use of natural resources, cultural forms related to environmental conditions

(ii) post-Columbian: colonization, introduction of the negro, migration, the westward expansion

3. **Detailed study of two or more of the following areas.** *The suggestedoutline for the study of an area (p.p. 11, 12) may be used.*

   (a) The Northeast (New England)

   (b) Middle Atlantic Seaboard

   (c) The Southeast and Gulf States

   (d) The Middle West and Great Lakes

   (e) The Great Plains

   (f) The Cordilleran Area

   (g) The Pacific Northwest

   (h) The Dry Southwest

   (i) California

4. **Development and uses of resources**

   (a) Relative abundance and diversity

   (b) The industrial strength of the United States: industrial areas, internal transportation and communication, access to world routes

   (c) Relative position of the United States as an industrial power

5. **Canadian-United States relations**

   (a) Geographic basis of certain cultural, economic, defence relations: International Joint Commission, Great Lakes-St. Lawrence Seaway, Pacific fisheries, joint defence programmes

PART D. SOUTH AND EAST ASIA

1. **The physical pattern**

   (a) Major land forms, relief features, and drainage systems

(b) Climate: general distribution of climatic elements, major climatic types

(c) Vegetation and soils

2. The cultural pattern

(a) Distribution of population: a map of population density, comparison with world population

(b) Examination of the influence of geographical factors on migration, settlement, and development of South and East Asia

3. Detailed study of two or more of the following areas: *The suggested outline for the study of an area (p.p. 11, 12) may be used.*

(a) India and Pakistan

(b) Ceylon

(c) Burma

(d) Thailand and Indo-China

(e) Indonesia

(f) Malaya

(g) Philippine Islands

(h) China

(i) Japan

(j) Korea

4. Development and use of resources

(a) Relative abundance and diversity

(b) Problems related to agriculture, mining, forestry, fisheries, hydroelectricity

(c) Various programmes for the development of South and East Asia, Canada's participation

GRADE 13

THE GEOGRAPHY OF CANADA

The courses in Geography in Grades 11 and 12 were designed to give the student an understanding of the geographical approach to the study of man's adjustment to his environment and his struggle to satisfy his various needs. The student has also had an opportunity to acquire knowledge and develop skills in the field of geography.

The aims and guiding principles as outlined in the courses of study for Grades 11 and 12 Geography apply also to Grade 13 but are not repeated here.

The Grade 13 course is designed to make further use of the student's powers of observation and reasoning in the study of the geographical background of Canadian problems. The student will study the important geographical factors which influence the development of the Canadian economy and thereby widen his appreciation of Canada's relation to the world community.

A desirable activity which tests the development of geographical skills is the planning and the preparation of an essay, illustrated by maps and charts, fully documented, and accompanied by an adequate bibliography.

PART A. THE PHYSICAL ENVIRONMENT OF MAN'S ACTIVITIES IN CANADA

(approximately two months)

The study of the geography of Canada involves, in the first instance, an appreciation of the physical setting in which Canadians live. A study of the natural patterns of the geological foundation, the influence of climatic factors, the belts and zones

of natural vegetation and soils, provides the framework within which more detailed investigation and analysis may take place, but without which many facts have little meaning. The student should realize the potentialities of this environment and the need for the development and conservation of its resources.

The Government of Canada, through its specialized bureaus and agencies, has prepared many studies and descriptions of the environmental factors of Canada. These reliable studies, embodying sound scholarship and careful research, give valuable assistance in the teaching of this course.

1. Canada's position, shape, and size

(a) Relative location: relation of Canada to North America and the world

(b) Comparison of shape and size of Canada with other countries

2. Geological divisions and drainage systems

(a) Major geological divisions: Canadian Shield, Appalachian Area, Interior Plains (Western Canada, St. Lawrence Lowlands, Hudson Bay Lowland), Cordilleran Area, Arctic Islands

(b) Principal characteristics of the general physiography and the major drainage systems

(c) Significance of glaciation in relation to the general terrain

3. Climate

(a) Climatic controls: air circulation, masses and fronts; temperature, January and July averages (isotherms), growing season and frost-free period; precipitation, annual and seasonal distribution; evaporation, available moisture

(b) Major climatic divisions: Atlantic provinces (east coast), Lower Great Lakes and St. Lawrence Lowlands, Prairies (including semi-arid areas), Boreal (Taiga, Subarctic), Northern lands (Tundra, Arctic), Pacific coasts and coastal valleys, High mountains (including interior valleys)

4. Native vegetation and animal life

(a) Major vegetation divisions: Acadian forest, Great Lakes—St. Lawrence forest, Niagara deciduous forest, Boreal forest, Sub-alpine forest, Columbia forest, Montane forest, Pacific Coast forest, Grassland, Alpine and Arctic Tundra

5. Soil zones of Canada

(a) Great soil groups related to climate and vegetation

(b) Soil zones: Brown soil, Dark brown, Black, Grey wooded, High lime, Cordilleran, Pacific coast, Eastern podzol, Brown podzol, Grey brown, Podzols of the Canadian Shield, Tundra soil

(c) Agricultural soil resources

PART B. GEOGRAPHICAL REGIONS OF CANADA

(approximately four months)

A regional approach to the study of the Geography of Canada must take cognizance of human relations as well as of physical, historical, and political geography. When this is done, each division possesses a pattern of development, peculiar to itself. An acceptable division of Canada into geographic regions has been made by the Geographic Branch of the Government of Canada. These regions form the basis of this section.

The Geographical Regions of Canada

1. The Gulf Region or Atlantic Provinces

2. The Great Lakes—St. Lawrence Lowlands, including the northern hinterland (the Eastern Pioneer Fringe)

3. Laurentian or Boreal Forest

4. The Prairies, including the northern hinterland (the Prairie Pioneer Fringe)

5. Mackenzie Lowlands

6. Southern British Columbia, including the northern hinterland (the Pacific Pioneer Fringe)

7. The Yukon

8. The Arctic

A suggested outline for the study of a region

1. Physical characteristics of the region

(a) Base rock formations: brief geological history

(b) Surface features of the land and their significance

(c) Climate of the region:

(i) seasonal distribution of temperature, pressure, winds, rainfall, and the factors which influence these distributions

(ii) climatic differences within the region

(d) Vegetation and soils: natural types of vegetation in relation to climate, soils, and land forms

2. Economic geography of the region. (Each region does not include all activities. The emphasis should be placed on those of greatest importance in the region under study.)

(a) Agriculture

(i) types of farming in relation to climate and soil

(ii) trends in farming: changes in land use, farming methods, and types of crops

(iii) problems of development and conservation related to agriculture

(b) Forestry

(i) distribution of forests

(ii) types of forest industry

(iii) problems of development and conservation related to forestry

(c) Mineral production

(i) classification and distribution of minerals: mineral fuels, iron ore, important metals, and nonmetallic minerals

(ii) types of mining: shaft, open pit, quarries, wells

(iii) problems of development and conservation related to mining

(d) Fisheries

(i) distribution

(ii) types of fishing

(iii) modern developments in the fishing industries

(iv) problems of development and conservation related to fisheries

(e) Power

(i) production of power from coal, petroleum, gas, water, wind, and atomic sources

(ii) transmission of power

(iii) problems of development and conservation related to power

(f) Manufacturing

(i) main types of manufacturing

(ii) leading industries and reasons for their location

(iii) trends in manufacturing

(g) Transportation facilities

(i) main patterns of land, water, and air transportation

(ii) adequacy or inadequacy of the transportation networks

(h) Population

(i) reasons for population distribution: urban and rural

(ii) characteristics of the main urban centers

(iii) study of an urban centre which illustrates some of the outstanding characteristics of the regional economy

PART C. THE NATIONAL WEALTH OF CANADA: ITS DEVELOPMENT, UTILIZATION, AND CONSERVATION

(approximately two months)

Part A of this course gives the student an opportunity to study the geographical foundations of Canada and Part B enables him to undertake a more detailed study of the major geographical regions of Canada.

The student is now in a position to develop a synthesis of the material which he has studied in detail. The outline for Part C has been elaborated in order to enable him to achieve this result.

At the conclusion of the course, the student should have acquired an intelligent over-all view of the geographical factors in the Canadian economy.

1. The population of Canada

(a) Population density and reasons for the population pattern

(b) Forces affecting the number and distribution of people

(c) Possibilities of future growth

2. Trends in Canadian development

(a) Fish, Furs, and Forestry

(i) major fishing areas and their relative importance: contrasts between east coast, west coast, and inland fisheries; problems of production, marketing, and conservation

(ii) changing patterns in the fur industry: shifts from trapping to fur farming, rehabilitation and conservation of natural trapping areas, effects of fluctuating market

(iii) importance of forests in the national economy: factors contributing to rapid forest depletion and the consequences of depletion; sustained yield management as the key to forest conservation; timber products in relation to national and international markets

(iv) concise evaluation of the part which has been played by the industries based on fish, furs, and forests in the development of the Canadian economy

(v) the recreational use of land and the tourist trade

(b) Agriculture

(i) climate and soil as limiting factors in Canadian agriculture: accepted estimates of cultivable land and possible extension of the agricultural area

(ii) character and variety of Canadian agriculture: crops, livestock

(iii) reasons for shift in the types of farming

(iv) problems of production and marketing: importance of foreign markets

(v) soil conservation as a major need: reasons for decline in soil fertility; remedial measures

(vi) farm woodlots, shelter belts

(c) Minerals

(i) the relation of mining areas to the geological map

(ii) Canadian mineral production, strategic minerals which Canada lacks, comparisons with other countries

(iii) relation of producing areas to processing centres and consuming markets

(iv) lines of development best adapted to Canadian conditions

(d) Hydrographic factors: water power, water resources

(i) major uses of water: domestic, agricultural, industrial, water power, transportation, wildlife and fish, recreation

(ii) water problems: control of run-off, stream pollution, river valley development, use of water power resources

(e) Manufacturing

(i) factors affecting industrial location in Canada: sources of power, raw materials, labour, capital, transport, markets

(ii) major Canadian manufacturing areas

(iii) industrial expansion since 1940

(iv) the problem of decentralization of industry

(f) Transportation and communications

(i) main lines for rail, highway, and air transportation: major transportation centres

(ii) main river, lake, and canal routes, coastal shipping, major lake and ocean ports

(iii) main pipelines and important power grids

(iv) telecommunications: telegraph, telephone, radio, television

(v) new developments

(vi) the necessity of an extensive and varied system of transportation and communication for Canadian unity: patterns of commercial activity

(g) Canadian trade

(i) domestic, external (emphasis on trade with the United States and Great Britain)

(ii) problems of Canadian production and trade

3. Canadian Unity

(a) Problems: size of the country, varied physical environment, cultural composition

(b) Interdependence of the regions: a summary of their significant contributions to the national prosperity.

4. Relation of Canada to the World Community

(a) Defence requirements and strategic materials

(b) International organizations and agreements such as: The Commonwealth, United Nations, NATO, Colombo Plan, Pan-American Union

REVISED LIST OF TEXTS AND REFERENCE BOOKS - GRADES 11, 12, 13.

PUPIL TEXTS: The following texts are considered suitable as a basis for the course in the grades indicated.

GRADE 11

Foundations of Geography—Preece and Wood (University Tutorial Press) (Copp Clark) 1952.

Elements of Geography—Smythe and Brown (Macmillan) 1959.

General Geography—Watson (Copp Clark) 1958.

GRADE 12

Europe and Asia—Pickles (Dent)

Europe and Asia—Stamp and Kimble (Longmans Green—Geography for Today Series)

Europe and the Mediterranean—Stamp (Longmans Green—University Series) 1954

Asia—Stamp (Longmans Green—University Series) 1954

Europe and Asia—Stembridge (Oxford)

Senior Geography—Waddell (Copp Clark) 1956

GRADE 13

Canadian Regions—Putnam et al (Dent) 1957

Regional Geography of Canada—Putnam (abridged edition of the above) 1956

REFERENCE BOOKS: In view of the immense scope of geographical studies no one text can cover all aspects of any geography course. Therefore the text should be supplemented by class sets and reference books drawn from the following list.

GENERAL PHYSICAL GEOGRAPHY

Earth Science Book I—The World We Live In, Namowitz, Stone and Bird (van Nostrand) 1957

Earth Science Book II—Climate, Vegetation and Man, Namowitz, Stone and Bird (van Nostrand) 1957

Physical Geography—Strahler (Wiley) 1951

The Earth and its Resources—Finch, Trewartha and Shearer (McGraw-Hill) 1949

Elements of Geography—Finch and Trewartha (McGraw-Hill 1957

Introduction to Geography—Kendall, Glendinning and McFadden (Gage) 1952

Principles of Physical Geography (with Study Guide)—Monkhouse (University of London Press) 1954 (Clarke Irwin)

Essentials of Geography—Freeman and Raup (McGraw Hill) 1949

LAND FORMS

Geomorphology—Lobeck (McGraw-Hill) 1939

Principles of Geomorphology—Thornbury (Wiley) 1954

Principles of Physical Geology—Holmes (Nelson) 1944

The Earth's Crust—Stamp (Clarke Irwin)

Physical Geography—Lake (Cambridge University Press) 1949

Physical Basis of Geography—Wooldridge and Morgan (Longmans) 1937

Geomorphology—Von Engeln (Macmillan) 1942

Glacial Geology and the Pleistocene Epoch—Flint (Wiley) 1953

CLIMATE

The Climates of the Continents—Kendrew (Oxford) 1953

Introduction to Weather and Climate—Trewartha (McGraw-Hill) 1954

The Atmosphere—Hood (Oxford)

The Restless Atmosphere—Hare (Hutchinson) 1953

Weather and Man—Neuberger and Stephens (Prentice-Hall) 1950

SOILS

U.S. Dept. of Agriculture Yearbook—1957

The Soils that Support Us—Kellog (Macmillan) 1947

Soils—Robinson (Wiley) 1949

GENERAL GEOGRAPHY—HUMAN AND REGIONAL

A Geography of Man—James (Ginn) 1949

Culture Worlds—Russell and Kniffen (Macmillan) 1951

The World, Its Lands and Peoples—Thralls (Harcourt Brace) 1948

The Earth and Man—Davis (Macmillan) 1948

World Geography—Bradley (Ginn) 1958

Regions and Nations of the World—Lackey and Anderson (van Nostrand) 1946

A World Survey from the Human Aspect—Unstead (University of London) (Clarke Irwin) 1950

Geography of the World—Packard, Overton and Wood (Macmillan) 1952

The World—Herdman (Longmans Green—Geography for Today Series) 1950

The World—Stembridge (Oxford) 1953

Oxford Pamphlets on World Affairs—(Oxford University Press)

Geography in the Twentieth Century—Taylor (Methuen) 1951

ECONOMIC GEOGRAPHY

Economic Geography—Colby and Foster (Ginn)

Industrial and Commercial Geography—Smith and Phillips (Holt) 1950

Economic Geography—Jones and Darkenwald (Macmillan) 1954

Geology in the Service of Man—Fearnsides and Bulman (Penguin)

Metals in the Service of Man—Alexander and Street (Penguin)

Influence of Geography on our Economic Life—Rigby and Ekblaw (McGraw-Hill)

Our Economic World—Atwood and Pitt (Ginn) 1953

Climate and Man—U.S. Dept. of Agriculture Yearbook, 1941

Water—U.S. Dept. of Agriculture Yearbook, 1958

Economics in Everyday Life—Moore (Penguin)

Conservation of Natural Resources—Smith (Wiley) 1958

CANADA

Canada Year Books—Various years, Queen's Printer, Ottawa

Geology and Economic Minerals of Canada—Queen's Printer, Ottawa (1952)

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